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many children in north america and around the world grow up exposed to two languages from an early age parents of bilingual infants and toddlers have important questions about the costs and benefits of early bilingualism and how to best support language acquisition in their children the cognitive and neurological benefits of bilingualism extend from early childhood to old age as the brain more efficiently processes information and staves off cognitive decline there has been an upsurge of research on the bilingual mind and brain in an increasingly multilingual world cognitive and language scientists have come to see that the use of two or more languages provides a unique lens to examine the neural plasticity engaged by language experience as we propose the question of whether bilingualism is cognitively advantageous or cognitively disadvantageous as currently framed is built upon inadequate essentialist and internalist assumptions about the nature of language s and about the nature of cognition she s looking at effective ways to measure bilingualism in schools at connections between the science of bilingualism and language and literacy outcomes and at the long term relationship between academic outcomes and the quality and quantity of bilingual experience in young children in order to provide a full picture of the relationship between language and cognition in bilinguals research should investigate all levels of language as well as all cognitive domains and functions and the cognition emotion interaction the present special issue addresses this need as follows bilingualism multilingualism refers to the coexistence of more than one language system within an individual as contrasted to monolingualism the question of how the two languages interact at the cognitive and behavioral levels has been of long standing interest to psycholinguists as well as to neurologists clinicians and educators in our study we focused on the factors that came out as the two main dimensions of bilingualism in luk and bialystok citation 2013 as possible sources of variation in effects of bilingualism on cognitive control bilingual language use and bilingual proficiency unlike in earlier work on effects of bilingualism on cognitive control in which the earliest studies of the cortical correlates of bilingualism used behavioral approaches to examine hemispheric dominance differences between monolinguals and bilinguals early and late acquired bilinguals and high and low proficiency bilinguals with the number of bilingual individuals increasing steadily find out how bilingualism affects the brain and cognitive function this paper examines the multiple worlds of bilinguals in terms of their social life and social interaction the intricate problem of defining and describing bilinguals is addressed their process and end result of becoming bilinguals is explored alongside their verbal interactions and language organization in the brain this entails topics such as childhood bilingualism psychological models of bilingual language users language contact and bilingualism maintenance and shift of minority languages and socio political aspects of bilingualism evidence suggests that bilingualism may

contribute to neuroplasticity and cognitive reserve allowing individuals to resist cognitive decline associated with alzheimer s disease progression although the idea remains controversial here we argue that the reason for the discrepancy stems from conflating incidence rates of dementia and the age building on earlier evidence showing a beneficial effect of bilingualism on children s cognitive development we review recent studies using both behavioral and neuroimaging methods to examine the effects of bilingualism on cognition in adulthood and explore possible mechanisms for these effects many studies on the cognitive benefits of bilingualism from infancy suggests that bilingualism in children should be encouraged yet only 20 of k 12 students in the u s take foreign language classes the focus of this series is on linguistic psycholinguistic and cognitive aspects of bilingualism this entails topics such as child simultaneous and child second language and adult bilingual language acquisition psychological models of bilingualism bilingual language processing linguistic and cognitive consequences of bilingualism e g bilingualism is emerging as a key instrument of social change it is being reformulated both as a way of being in multicultural society and as a platform for vigorous discussion about educational needs and practice in 2017 the number of japanese first language speakers was reported to be 128 million published in the journal of alzheimer s disease the study demonstrates that mexican american adults aged 65 and older who use both english and spanish more equally exhibit better cognitive function compared to those who predominantly use one language these findings suggest that bilingualism especially the balanced use of two languages the findings provide concrete evidence of intersentential intrasentential interlexical intralexical and semiotic reliant translingual practices working together to create a linguistically rich japanese society that is undeniably deserving of a translingual accreditation originality studies in japanese bilingualism helps dissolve the myth of japanese homogeneity by explaining the history of this construct and offering twelve empirical studies on different facets of language contact in japan including ainu revitalisation korean language maintenance creative use of ryukyuan languages in okinawa english immersion and lang

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in order to provide a full picture of the relationship between language and cognition in bilinguals research should investigate all levels of language as well as all cognitive domains and functions and the cognition emotion interaction the present special issue addresses this need as follows

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bilingualism multilingualism refers to the coexistence of more than one language system within an individual as contrasted to monolingualism the question of how the two languages interact at the cognitive and behavioral levels has been of long standing interest to psycholinguists as well as to neurologists clinicians and educators

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bilingualism is emerging as a key instrument of social change it is being reformulated both as a way of being in multicultural society and as a platform for vigorous discussion about educational needs and practice in 2017 the

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the findings provide concrete evidence of intersentential intrasentential interlexical intralexical and semiotic reliant translingual practices working together to create a linguistically rich japanese society that is undeniably deserving of a translingual accreditation originality

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